



## Editorial

The second issue of Volume 12 opens with an article by Pete Swanson, who investigated how US Spanish language teachers' communication competence, as represented and measured by their socio-communicative orientation and cognitive flexibility, relates to their students' performance at the National Spanish Examinations. His research led him to the conclusion that teachers' communication competence is significantly and positively related to students' exam scores, thus emphasising the need for teacher education to develop teachers' communication competence and versatility in teaching.

In the second article, Ho Phuong Chi Nguyen studied the effectiveness of a school-based teaching practicum for teachers of English as a foreign language in Vietnam. In her study, Nguyen collected data through interviews with university faculty members, university and school mentors, as well as trainee teachers, document inspection, and a questionnaire. She concluded that the collaboration between universities and schools left much to be desired and resulted generally in a lack of support for the trainee teachers participating in the practicum.

The third article, by Zhu Chen and Alexander S. Yeung, reports on a school-based teacher education programme aimed at helping native speakers of Chinese develop themselves as teacher-researchers in the teaching of Chinese as a foreign language. Employing the method of qualitative meta-synthesis to analyse the research output of the programme participants, the authors found the programme to be beneficial for the pedagogical and professional identity development of the participants in real school contexts.

In the fourth article, Etsuko Toyoda presents a study of the relationship between higher order thinking skills and the L2 performance of students of an advanced level Japanese course at an Australian university, aimed at promoting intercultural learning. The study, however, did not produce results that suggest a clear relationship between the two above-mentioned variables.

The fifth article by Steve T. Fukuda, Hiroshi Sakata and Christopher J. Pope focuses on the Guided-Autonomy Syllabus (GAS), a custom-designed syllabus for students of English as a foreign language at a Japanese university, which was based on the Self-Determination Theory and aimed at fostering students' autonomy. Their study revealed that the syllabus, restructured and enriched with components to satisfy students' psychological need for relatedness, had a positive and significant effect on the development of their intrinsic motivation.

Eun Ho Kim, in the sixth article, studied developmental changes in the use of the Korean suffix *canh* among advanced and intermediate level Korean language learners using the methodological framework of conversational analysis. Based on her analysis, Kim argues that learners first acquire the ability to use *canh* to manage first-hand, shared knowledge before using it to manage common sense knowledge and unshared knowledge.

In the seventh article, Naratip Jindapitak writes about his study of the attitudes of non-native English language major students in Thailand towards native-speaker pronunciation norms against the backdrop of the increasing use of English as a lingua franca in non-native contexts. His findings show that while learners still view the attainment of native-like pronunciation as an end goal of their learning, they nevertheless acknowledge the importance of non-native pronunciation and non-native varieties of English in the context of today's world.

Ferhan Karabuga, in this issue's eighth and last full article, investigated the learning styles of Turkish learners of English as a foreign language and the teaching styles of their teachers to determine if there was a match or mismatch between learning and teaching styles. She established through her study that the learners favoured the collaborative, dependent and competitive learning styles, while their teachers favoured the personal model teaching style. She further concluded that

there was a match to some extent between the students' learning and their teachers' teaching styles.

This issue also presents two book reviews, the first of which is contributed by Masoumeh Dousti and Saeed Ketabi on the book, "Language Learning with Technology: Ideas for Integrating Technology in the Classroom," which aims at explaining to language teachers how they can harness the power of technology and provides a comprehensive range of task and activity ideas to this end.

The second review, written by Feng Cao, describes and critiques the edited volume "Exploring EFL Fluency in Asia," which focuses on fluency development in the teaching and research of English as a foreign language.

On behalf of my colleagues on the Editorial Board, I would like to express our sincere appreciation for your support as well as the generous contributions of our external reviewers and the members of our International Advisory Board. In wishing you all the best for the coming year, we also hope that you will find the articles in this issue to be both relevant and stimulating, and look forward to receiving your submissions.

Wai Meng Chan  
Editor-in-Chief